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ABSTRACT

A correlational model based on vocational development theory was constructed to analyze the implementation of crystallized occupational preference and goal attainment projections of high school graduates in Nigeria. Data were collected from 180 male and female final year occupational trainees at the University and Polytechnic. The primary focus was to establish realism of occupational preference in regard to the training obtained, deriving realism from congruence between the expected (crystallized interest) and the actual (current training). Chi square statistics and correlation coefficient techniques were applied to data. Findings indicated that school graduates actually do make rational choices even if not implemented, and youths are aware of reality factors that face them. The variables of ability, self-image, interest, finance, and labor sector situations were found to be most influential in the decision process for vocational preference implementation. The study contradicted the assertion of indiscriminate and haphazard occupational entry among Nigerian youths. Although high school crystallized preferences were changed in more than two-thirds of the cases at the implementation state, it could be concluded that the training entry decisions were rationally considered based on point-in-time influencing factors and subject's perception of goal impedance. Implications of this research for Nigerian society include the need to seek solutions to the discongruence of vocational interest and job market opportunities, and improvement of the integration of counseling, labor market situations, and manpower development programs. Three pages of references, a table of data on student enrollment at Nigerian universities, and a copy of the questionnaire are appended. (Author/KC)

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REALISM OF OCCUPATIONAL TRAINING TO VOCATIONAL PREFERENCE OF NIGERIAN YOUTHS

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ABSTRACT

A correlational model based on vocational development theory was constructed to analyse the implementation of crystallized occupational preference and goal attainment projections of high school graduates. Data were collected from 180 male and female final year occupational trainees at the University and Polytechnic. The primary focus was to establish realism of preference with training obtained, deriving realism from congruence between the expected (crystallized interest) and the actual (current training). The Chi square statistics and correletion coefficient techniques were applied to data. A low rate of realism (33.3%) was established. Findings indicated that school graduates actually do make rational choices even if not implemented, and youths are aware of reality factors that face them. Data on a Likert scale indicated that PGB constitute more influential mdeiators of social origin for the attainment of a high school senior's occupational expectations than ERF. Several findings that contradicted previous research in Africa and the Western world were noted. Implications of the results for the Nigerian society were discussed and an adaptation of Super's model was recommended. Suggestions for further empirical enquiry were also presented.

REALISM OF OCCUPATIONAL TRAINING TO VOCATIONAL PREFERENCE OF NIGERIAN YOUTHS

Introduction

Manpower development in Nigeria has passed through several phases since the introduction of formal education in 1846.(Fafunwa, 1974). Cautiously planned integration of counselling and manpower development has so far received minimal attention from trainers and policy makers in the education system.

The population explosion of high school enrollment in the present decade makes it impracticable for school masters to allocate existing employment vacancies to school graduates as was the case in the early days of few schools and few jobs in the few occupational fields of the labour structure.

Rapid expansion of the world of work with emphasis on scientific and technological orientations brought to limelight the importance of a crystallized occupational preference in a modern African high school. At least, the school graduate has to find himself a place in the labour force beyond the traditional family trade apprenticeship. Such vocational behaviour requires a decision for one out of the many fields open to him, either through a guided career choice or forced upon him by prevailing circumstances of his unique situation. One way or the other, an occupational decision is made and implemented.

Research efforts in the past two decades have concentrated on the dynamics of career choice in Africa. For example: the effect of parental attitude to certain occupations on students choice (Jahoda, 1961; Achebe, 1972); relationship of school curiculum to choice (Durojaiye, 1970; Okeke, 1973;

Olayinka, 1973); ecological influence on choice (Osuji, 1976). Other researchers have examined the factors of influence in general (Green, 1973; Iheagwam, 1983, Onyejiaku 1983, Ekefre, 1985).

Current research trend on vocational behaviour of youths in developing African nations has shifted from occupational choice to the realities of implementation. In Nigeria, the teaming number of trained un employed professionals both at middle and top management levels has raised questions about the rational behind acquiring professional training in fields that have no actual employment prospects. For example, the 26, 760 youths who completed training as teachers and still remained unemployed one year later in a specialized field as education is a case in point. (Nigerian Guardian, July 27, 1985) Besides the unemployment issue, an underlining crucial question is: did the graduates realistically decide to be teachers?

An assumption is held that developing nations' youths undertake occupational training to fill immediate existing gaps. Sometimes, the gaps get filled up before training is completed. The realism of such occupational training in reference to a trainee's vocational preference comes under question.

In particular, Nigerian youths are said to make no job choices (Okan, 1966). This assertion therefore pre-supposes that occupational training engagement of these youths which is a vital step of choice implementation occurs by hazard. Empirical evidence is needed to establish this fact. Evidently the issue of where and how the Nigerian high school

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graduates are absorbed into the labour force even after occupational training is acquired still presents at the present, a muddled picture.

Review of Related Literature

Theoretically, realism of vocational preference is based on the developmental frame work. In this research, realism is investigated as congruence of occupational training with trainee's crystallized expected career. Occupational training thus implies that a choice had earlier been made which is being implemented. Two major concepts of choice as a developmental process found relevant to this discussion are choice as "increasing realism of compromise" (Ginzberg Ginsburg, Axelrad & Herma, 1951) and choice as a "reality synthesis" of wholesome development (Super, 1953). Both Super and Ginzberg agree that a youth moves from fantasies to realism in his occupational precision process. The nature of the transition has not yet met with concencus among scholars.

The hypothesis of realism of choice is therefore basic and postulates a paradigmatic movement of an individual (Carter and Cater, 1971) through the socioeconomic life style of the individual's case history. The movement implies that there is an ongoing acquisition and casting-off of specific ideas and statuses at any given stage (Falk & Cosby, 1975) as the individual interacts with intervening factors between his social origin and his occupational goal attainment in life. Through this "means-centering" process (Cosby & Picou, 1971) the individual re-examines his career orientation, modifies his decision and resets his goals

along what he perceives to be realistic situation; thus moving away from "ideal preferences" to "active expectations" (Blau, Custad, Jessor, Parnes & Wilcocx, 1956).

Ginzberg's model presents the culmination of vocational preference implementation as an act of compromise between self (i.e. needs, values and interests) and his external realities (i.e. family socioeconomic status, race, residence and intelligence. Cosby, 1974 p.54)
He argues that the specified preference occurs, usually during the high school senior years, as a result of the adolescent's increasing age, increasing awareness of hinderances on his way to preferred occupation and increasing awareness of his need to shift through an interpretive process, his expectations in adjustment to the realities facing him. The degree of readiness for compromise determines the extent of difficulty the youth experiences in his decision for a final occupational precision. Ginzberg and colleagues have been criticised for failure to clarify how the compromise takes place (Super 1956 p.250).

The central thought in Super's concept of sythesis is that crystallized occupational choice occurs as an expression of self-concept in life. Choice therefore occurs as a social role within the process of socialization and, the mediating factors range from aptitude to chance. For example, the childhood occupational fantasies, interact with aptitudes, needs, cultural values and experience to produce interests which in turn become reality-tested in the socialization process (1956 p. 250). Therefore, the inter-mingling of conscios awareness and unawareness involving

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intra-individual and individual - environmental interaction does not result in a summative compromise of "self and factors". Rather, the interaction results into a synthesizing which is infact a learning process. When wholesome life development of an individual takes place, Super argues, the culmination of occupational choice through the implementation of a crystallized preference is a synthesis of an integrative evolvement of self and his external realities (Super, 1956, 1957, 1969a, 1969b).

Reality-testing therefore remains a life span phenomenon that flows through a continuum beginning soon as a child starts to differentiate "self" from "other" as part of the socialization process. It is incumbent that careful execution of career development tasks is accomplished at every stage to enhance wholesome career development. When improper crystallization occurs, the school graduate is faced with the likelihood of occupational floundering even after pre-employment training has been acquired.

Realism of occupational entry

Attempts have been made to interprete realism or unrealism of Nigerian youths occupational behaviours from their expressed vocational preferences. So far, findings have been mere inferences of associations. These are not in themselves self explanatory.

However, in a survey of 2,000 high school students from the nineteen states of the federation, Denga (1983) reported one hundred percent expressed need for a systematically planned vocational guidance. Another survey of 480 high

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school seniors (Azubike, Akpan, Amadi, Duru and Ogbuji, 1985) found a .52 correlation coefficient between students perception of counselling services and their pre work preparation. Asagwara (1982) argued that generally, youths enter occupations at random, encounter occupational maladjustment and abandon jobs out of frustration; while Callaway (1975) noted that youths roam the streets and office premises for the simple reason that they graduate without employable skills.

In terms of pre work preparation through appropriate training, Dike (1981) concluded that without an adequate co-ordination of suitability of trained manpower to the complex political, economic and social needs of a developing country such as Nigeria, any professional training would be unrealistic as well as wasted efforts, time, public and private funds. In effect, there is a great need for integrating the planners and trainers efforts with actual labour force situations. This is hoped to bring order into what at the moment is a chaotic entry of school graduates into the labour force.

Training as Occupational Status Attainment

Present emphasis on training and development in African countries makes entry into training for professionalization of high level manpower a most desired sequence of high school graduation by parents and their children alike. This partly explains the undue demand for university education among most Nigerian youths even in obvious cases when the school graduates have sufficient data showing they are academically incapable of acquiring a university education. Occupational

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training at the university level in public expectation has been erroneously equated with employment obtainment. Consequently, the illusion of ready job soon after university degree has led to a public outcry at the present explosion of qualified unemployed manpower.

Confidence in education's productivity is called to question together with the central assumption held in developing countries that education is a good investment in national development (Coombs, 1968). The continued crowding of youths into high level manpower training institutions in the country (See Appendix I) raises a serious question on the efficacy of the investment made in it and the realism of such training in relation to personal and economic growth. At the moment, there are over one hundred of such institutions: 20 Universities, 26 Polytechniques, 55 Colleges of Education excluding the State owned Universities (Fafunwa, 1985).

The situation of qualified unemployed manpower provokes another issue that calls for serious decisions among planners and educators and that is: should educational authorities at the tertiary level respond to the labour market circumstances and retrench or cut back on their professional training enrollment? OR, should they follow the nation's true manpower development needs and philosophy which is: to give each child who is able and willing a maximum opportunity for development (Policy, 1981 p.17)

Enrollment figures into the twenty Federal government universities for the past ten years show a steady increase from 32,286 to 111,506 (National Universities Commission, 1985. Appendix I).

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Economists and educators agree that such questions have no simple answers. India, Egypt, Latin America and Phillipines currently faced with same problem of educated unemployed in thousands are cases in point. (Coombs, 1968 p.84).

Nigeria's most recent strategy of 60:40% enrollment ratio into tertiary education, that is 60% science oriented disciplines and 40% arts with full effects in 1990 seems plausible. But in the present circumstance of unemployed medical doctors, engineers, vetrinary personnel and agricultural specialists, the problem of occupational goal attainment in Nigeria lies beyond acquisition of suitable and appropriate training. There are other external realities, essentially mediators of social origin which manpower planners and educators must integrate into their systems. For example, responding to the issue of how well the education systems of developing countries could be organized to meet the hard test of "fitness", Harbison was of the opinion that a major re-orientation towards actual occupational goal attainment is needed. Using Nigeria as a case, Harbison noted:

"Nigeria's educational system is almost exclusively oriented toward filling city jobs in the modern sector. The values, subject matter and examination criteria at all levels of Nigerian education assume that school leavers want to become government civil servants, teachers, and employees of relatively modern and industrial and commercial establishments." (In Coombs, 1968, p.81)

The newly introduced 6-3-3-4 education system begun nationwide in October 1985, (six years primary, three years junior high

school, three years senior high school and four years college) aims at this re-orientation. But the most recent studies (Esuabana, 1985, Ekefre 1985) show that the career choice of junior high school graduates is still oriented towards city jobs.

Despite the several opinions on why developing countries youths have difficulty in attaining their crystallized occupational goals, it can be proposed that non educational bottlenecks to private or public employment need be removed on the way of potential trainees and qualified manpower.

Application of Super's developmental model in planning to integrate guidance and counselling and man-power development in Nigerian Schools needs a major modifications at the implementation and establishment stages. First, the labour structure has little or no room for job trial commitments. Secondly, faced with inadequate pre-work exploration, inadequate occupational information, lack of appropriate self awareness and absence of systematic school guidance services, occupational flounderings are bound to occur as the youth proceeds with several reality-testings attempting to implement his preference.

The case of an adolescent who graduates from high school without having identified a seemingly appropriate occupation for himself gets compounded after having obtained a West African School Certificate (WASC), or General Certificate of Education (GCE). The WASC adopts a track system, whereby disciplines are grouped in batches and certification is done in specified combinations. In the situation of floundering, rehashing Super's cycle of occupational exploration, crystallizing

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specifying and implementing a preference becomes very limited after obtaining a WASC.

Implementing a vocational preference by training in Nigeria is a more serious step in commitment than it seems in Super's model where the task could still be regarded as "trial-commitment" (Super, In Herr & Cranner 1979 p.95). Entry into occupational training is based on screening through a regional examination: Joint Admissions and Martriculation Board (JAMB) which operates on a tighter track system in relationship with WASC. Thus for a trainee in his final year, changes which occur after graduation are realistically bound to be shifts in types of jobs or employers or positions and not of occupation. When a shift in occupation occurs at this stage training has become unrealistic with vocational preference as well as in terms of time, finance and human waste. Since serious vocational preference begins with occupational training within the Nigerian setting, there is a steady drop out rate in all disciplines at the University level between 3% and 18% yearly with law and medicine, registering the highest rates (18%, 9%).

The Chance Factor in Nigerian Labour Sector

Chance is assumed to be an important factor of youths occupational entry in a country like Nigeria where there are various meditors of occupational goal attainment. Scholars (Caplow, 1954; Crites, 1969, Miller & Form, 1951) argue that there are cases where occupational identification and entry occur randomly because of uncontrolled factors which exert decisive influence on the point of actual vocational preference

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implementation. This they attribute to chance. In agreement with the chance theorists, London (1973) and Okan (1966) have suggested that being at the right place at the right time may play more decisive influence on occupational implementation than a careful program of vocational counselling. London argues that in reality, the school graduate has to find himself a place in the labour market and this leads to making timely reality shifts from whatsoever may be a crystallized choice.

The view held by these researchers is in agreement with the current opinion of Nigerian College graduates. A group of job-seekers interviewed on the average of three years post graduation in various disciplines including law and education were of the opinion that occupational training at the University level should be able to fetch a ready job of any type; without which the training and professionalization are both human, economic and time wastes (Sunday Concord, August 4, 1985).

Whereas the Nigerian unemployed graduate regards job acquisition of any type after training as appropriate vocational behaviour, on the contrary, Harbison (1973) argues that such indiscriminate occupational shifts and goal deflections lead to under-utilization or under-employment of trained manpower. This factor, he asserts constitutes one of the major reasons that might keep some nations undeveloped for quite some time in the future.

Chance or random entry into occupational training most likely leads to producing trained but uninterested uncommitted and unmotivated human resources in any nation.

Economic and education experts argue that in order to avoid recycling an old problem under a new name, Vocational guidance and counselling should be an integral part of the planning for effective manpower development and utilization in Nigeria's present educational innovation of 6-3-3-4 system.

Review of studies on realism of occupational choice shows there are mixed findings depending on the interpretation of the concept. This research examines realism in the light of congruence between crystallized occupational preference based on consideration of reality factors in high school senior year and occupational training acquisition which is an implementation of preference after high school graduation.

Researchers agree on a common view point that, there comes a period of crucial decision for an individual to gain entry into the labour sector, and certain reality factors act as mediators of origin both for the entry and for subsequent occupational status attainments (Howell, Frese, Sollie, 1977; Haller & Portes, 1969).

Attention in this paper is focused on the experienced realities by individuals in their training entry decisions and the perceived realities that are most likely to mediate as goal-blockages in the actual employment attainment soon after training. The model assumes that occupational aspiration (ideal desire) preceeds crystallized preference (active expectation), and leads to implementation (training acquisition and actual employment) and culminates in establishment and maintenance (goal attainment). The key issue investigated is the level of awareness of the personal and social contingencies which constitute intervening variables

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between a youth's crystallized occupational choice and his subsequent goal attainment behaviours.

The Problem

Youth's occupational choice implementation has not yet received adequate research attention in Nigeria. The purpose of this study was to assess in a correlational model the translation of a high school graduate's occupational expectations into actual commitment by training. Realism was to be determined through congruence between the crystallized preference and training being acquired. The individual assesses the potentials through which he attained a trainee status in the occupation and his certainty of subsequent occupational membership through actual employment obtainment projections. It is anticipated that where such assessments reveal impediments to goal attainment, shift behaviours of goal deflection (GD) are bound to occur and other expectations within the individuals acceptable occupational orientation develop as alternative. Thus, the three main objectives were: to determine whether or not a shift occured in the preference in relation to actual training, identify the reality factors responsible for the shift, the extent of influence, and determine further anticipated goal deflection (AGD) in employment obtainment after completion of training.

Method

Five research questions were examined.

1. Is the senior high school year crystallized occupational preference congruent with post high school occupational training?

ratings in the society, (Ekefre 1985, Olayinka 1973), and four other general fields representative of diverse areas of interest in the liberal arts and sciences

The six occupational fields

1. Accountancy
2. Agriculture
3. Education
4. Engineering
5. Law
6. Medicine

The four General Fields

1. Biological Sciences (Botany and Zoology)
2. Psysical Sciences (Chemistry and Physics)
3. English & Literary Studies
4. Sociology

Selection of each of the four disciplines in the general category was based on the assumption that they provide alternatives for failure to gain entry into the popular and prestigious occupations. It is also assumed that they provide escape routes into training for youths who had no crystallized preference before WASC certification. It was anticipated that shifts of expectations through experienced occupational goal deflection (EOGD) might occur as a result of reality considerations after high school graduation.

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Table I

Anticipated Occupational Goal Deflection Schema (AOGD)

Expected Field Experienced Occupational Goal Deflection (EOGD) From:		Actual Field To: Actual Occupational Training
Medicine Pharmacy and Medical Sciences	EOGD →	Biological Sciences
Medicine Pharmacy and Engineering	EOGD →	Physical Sciences
Law Public Administration and Uncrystallized vocational Orientation	EOGD →	English and Literary Studies
Law and Uncrystallized Vocational Orientation	EOGD →	Sociology
Unfulfilled Expectations: all fields	EOGD →	Education

Although education is listed among the occupations that attract popular enrollment, public but untested assumption holds that its popularity is based upon ready employment apportunities offered in its continuously

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expanding sector. In other words, it was anticipated that majority of trainees sampled in this occupational field were not originally oriented towards the teaching profession.

Bias response through drop out possibilities was eliminated by sampling from the status of final year students only.

INSTRUMENT

A 200 item paper and pencil survey instrument was constructed including twelve out of the sixteen factors of occupational choice contained in Bakare's Motivation for Occupational Preference Scale (MOPS). With a test-retest reliability of .89, MOPS has been commonly used in the Nigerian high schools by career masters. The selected factors were expanded beyond choice specification to determine information on trainee's immediate experiences and prognostication on employment attainment status. (See Appendix 2.)

Dependent Variables

Four dependent variables were obtained using three open-ended questions. These elicited responses on realistic occupational expectation (crystallized choice), implemented occupational preference (actual training) and anticipated goal attainment status (employment and establishment projections).

Realistic occupational expectation was determined from responses to the question: By the time you registered for your WASC/GCE, you had actually made a definite choice of occupation or profession which you realistically desired and expected to enter after your secondary education.

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What was your choice? Implemented occupational preference was determined from responses to the question: which occupation or profession are you presently training to enter when you complete your University/College education? From these two variables (realistic expectation and actual commitment) experienced occupational goal deflection (EOGD) was derived. Testing for realism of training against preference, the two variables were matched for congruence determination. Subjects responded to the reality factors mediating for congruence or goal deflection from experiential stand point.

It was anticipated that some subjects might have had no crystallized job choice before graduating from high school. These were considered to be already disoriented towards the world of work within the context of Nigerian labour structure. A variable of "no occupational choice" was included to allow for alternative response. In order to establish a measure of realism of training for subjects in the "no choice" category, it was necessary to elicite response for 'ideal preference' through the question: "If you had all things required including the opportunity, what occupation or profession do you prefer/desire most to enter as a life time career?

The fourth variable, which is anticipated goal attainment status was determined from responses to items reflecting subjects level of perception of employment possibilities and probable goal attainment blockages on his way.

Parents occupations and subjects choices were coded using an adapted United States census Index of Industries and

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Occupations (1970) modified to accomodate unique local fields. No attempt was made to classify occupational choices by levels since the choice pattern of Nigerian College bound students has been identified by previous researchers to fall within the category of high level jobs.

Independent Variables

Two categories of independent variables were used.

Category I. Experienced Reality Factors (ERF). These were variables believed to influence reality decisions for final occupational entry within the social setting. Variables comprised of subjective and external factors, and responses were experiential based on the decision processes that finally led to entry into present training. Items on the ERF scale were constructed on a Likert scale with the value of an ordinal hierarchy ranging from one representing the least influence to five representing a great deal of influence. Each variable had ten items and thus index has a range of 10 to 50.

The Variables

X1 Interest

X2 Self image

X3 Parents

X4 Occupational Information

X5 Ability

X6 Personal-Social

X7 Economic

X8 Labour

X9 Significant Others

X10 Residence

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Category 2: Perceived Goal-Blockages (PGB)

Variables held in public assumption as constituting goal-blockages to occupational goal attainment of youths irrespective of professionalization.

On a scale value of one (no blockage) to five (great deal of blockage) subjects weighted their projected perception of each of the ten variables as posing a likely impediment to goal attainment in the world of work on completion of training. Responses on the PGB scale were speculative, with an index of 10 to 50.

The Variables

Y1	WASC/GCE
Y2	JAMB
Y3	Family
Y4	Information
Y5	Finance
Y6	Policy (Federal and State Governments)
Y7	Residence
Y8	Employment
Y9	Intrinsic Factors
Y10	Socio-Political Factors

Testing for realism of training to actual world of work the occupational outlook of trainees was determined by four structured responses to questions on prognostication about employment obtainment. Confidence on goal attainment was measured by certainty of immediate or delayed employment in the occupational field of training.

Statistical Analysis

Two statistical techniques, the Chi square and the correlation coefficient were utilized in the study. All independent variables listed under data were written in a model testing each for significant relationships with the dependent variables using the Chi square statistics at the 05 level of confidence. The correlation coefficients, Pearson r (product-moment) and Spearman r (γrho) were constructed to allow comparisons of extent of relationship between the variables of experential realities and perceived goal attainment blockages. Simple percentages were also used to estimate prognostication of actual occupational membership.

Limitation

The study sample was reduced due to low questionnaire return rate (40%). There were 200 returned out of 500 distributed, 50 to each of the ten fields. Out of these, 20 were found unsuable and only 180 (36%) were utilized. Comparison of findings between occupational fields was limited by this factor. Inadequate computational resource available to carry out analysis of data also posed a great limitation.

FINDINGS

Question I

Is the senior high school year crystallized occupational preference congruent with post high school occupational training?

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Table 2

Realism as Congruence between Actual Occupational Training and High School Expected Occupational Preference.

(N=180)

	Congruent: Non Shifters (NS) Actual Same as Expected	Not Congruent: Shifters (S) Actual not same as expected	Total
Male	45 (25.0)	72 (40.0)	117(65.0)
Female	15 (8.3)	48 (26.7)	63(35.0)
Total	60 (33.3)	120 (66.7)	180(100.0)

X^2 (1) = 3.95, p = .05

Results in Table 2 presented 33.3% (60 subjects) congruence between crystallized preference and actual training. This percentage of the sample was found not to have experienced occupational goal deflection at choice implementation. Training was therefore considered to be realistic . Of the total sample, 66.7% (120 subjects) had experienced occupational goal deflection (EOGD) and thus not congruent. In other words the 66.7% had entered occupational training in fields other than their crystallized occupational preference as high school seniors. The training they obtained was considered to be unrealistic to their interest crystallization.

Between sub-groups, men and women were found to differ significantly in their implementation behaviour and men are more likely to be congruent (non shifters) and therefore more

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realistic than women. The 66.7% (EOGD) finding did not compare favourably with the 33-45% anticipated occupational goal deflection (AOGD) which carry and Picou (1971) suggested is most likely to occur among high school seniors in the United States. Findings in this study approximated Green's (1973) report of 90% anticipated goal shift from crystallized vocational preference among his 196 subjects in Sierra Leone (West Africa).

Further comparisons of congruence were made differentiating subjects who came under the category of "No crystallized preference".

Table 3

Realism as Congruence in the occupational choice implementation among the crystallized and uncrystallized subjects.

(N = 180)

	Congruent (NS) Actual Same as Expected	Not Congruent (S) Actual not Same as Expected	Not Congruent (S) Actual Versus Nil	Total
Male	45 (25.0)	59 (32.8)	13 (7.2)	117 (65.0)
Female	15 (8.3)	39 (21.7)	9 (5.0)	63 (35.0)
Total	60 (33.3)	98 (54.5)	22(12.2)	180(100.0)

X^2 (2) = 3.96, p = .05

Only 12.2% (22 subjects) of the sample had no crystallized occupational preference. A finding of 87.8% who had well crystallized occupational preference and expected implementation

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soon after graduation, contradicted the popular assumption and also Okan's (1966) assertion that Nigerian youths do not make any job choice.

When the actual occupational training of subjects in "no crystallized category" was measured against their "ideal preference" that is, their career desire for life, 16 out of the 22 subjects (72.7%) were still found not congruent. All the 9 femals in this category were found not congruent between the actual and the desired. This result is consistent with the major finding of more than two thirds of the sample with EOGD; and females are more likely to be shifter than males in their preference implementation behaviour. However a Chi-square test of homogeneity applied to the gender sub-groups showed no significant difference. An earlier finding of difference based on sex (See Table 3) was contradicted when the uncrystallized subjects were considered as a group. It could be suggested that there is likely to be no difference based on gender in the congruence behaviour of subjects with uncrystallized occupational orientation at the implementation stage.

Question 2.

What post high school experienced reality factors (ERF) influence occupational preference implementation (OPI)

and to what extent?

Data on ERF were reported in Tables 4 and 5.

Table 4

Mean Scores, Percentages and Ranks of Trainees' Experienced Reality Factors. (ERF)

(N = 180)

Experienced Reality Factors (ERF)	Mean Scores	%	Rank Order of Influence Ratings
Interest	24.39	11.4	3
Self-Image	28.24	12.9	2
Parents	16.36	4.73	10
Information	22.36	10.22	6
Ability	30.28	13.84	1
Personal-Social	21.87	10.00	7
Economic	23.39	10.7	5
Labour Sector	23.8	10.9	4
Significant Others	16.92	7.73	9
Residence	18.76	8.6	8

As experienced by the sample of this study, present occupational training was not entered primarily based on interest which ranks third among ten factors (See Table 4). The reality consideration given to ability superseded all other considerations to rank first. This finding is

consistent with the low percentage (one third) congruence (Table 2). A major result in this research is the least influence experienced from parents with a rank of 10. This contradicted earlier findings by Roe (1956) and Osipow (1973) where parents and father's occupation ranked first respectively among other factors, in the Western world. Result also contradicted findings in Africa by Osuji (1973) and Olayinka (1973) where father's influence ranked first and third respectively among other factors. Ranking influence of labour sector (4th) above information (6th) equally contradicted previous results (Achebe, 1972, Osuji 1973, Olayinka, 1973, Ekefre, 1985) that one of the youths greatest vocational problems is lack of information. The influence of residence (urban-rural) was found to have decreased drastically (8th) contrary to Osuji's (1973) finding.

Table 5

Mean Scores, Percentages and Ranks of trainee's perception of goal attainment Blockages. (PGB)

(N = 180)

Perceived Goal Blockages (PGB)	Mean Scores	%	Rank Order of Influence Ratings
High School Certification(WASC)	25.93	12.53	1
Entry Admissions (JAMB)	23.41	11.31	3
Family	16.41	8.03	9
Information	11.42	5.51	10
Finance	22.21	10.73	4
Policy	20.1	9.71	7
Residence	17.69	8.6	8
Employment	20.37	9.84	5
Intrinsic Factors	20.29	9.81	6
Socio-Political	24.02	11.6	2

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Ability as reflected by performance in WASC consistently ranked first on the experience (ERF) and predictive (PGB) scales, while influence of parents, family residence and information ranked consistently low.

Table 6

Rank Correlation Coefficient of Variables in ERF and PGB

Variables	ERF Rank (X)	PGB Rank (Y)	R_{rho}
Parents/Family	10	9	
Information/Information	6	10	.69
Ability/WASC	1	1	
Economic/Finance	5	4	
Labour Sector/Employment	4	5	
Residence/Residence	8	8	
Personal-Social/Socio-Political	7	2	
Self-image/Intrinsic Factors	2	6	
Significant Others/ Policy	9	7	
Interest/JAMB	3	3	

The same basic factors were examined with detailed variation of items under the two categories of experienced reality and perceived reality hinderances. The Spearman r between the rankings was .69 showing that subjects ranked the mediators of origin in actual occupational preference attainment much the same way whether experienced or

anticipated (See Table 6). The agreement in ranking between Interest and JAMB confirmed results in Tables 2, 4 and 5 which revealed that subjects of this study were well aware of their occupational interests. The low ranking of such factors as parent/family, significant others/policy consistenly contradicted findings of previous studies like those of Roe (1956) and Osipow (1973).

The middle and last ranks occupied by information contradicted the assumption held in the society that youths are ignorant of occupational information. On the experience scale self image ranked second while the perception of social and political factors also ranked second on the predictive scale.

Question 3.

What relationship exists between type of occupational training (TOT) and the experienced reality factors (ERF).

Table 7

Number and Percantage of subjects congruent in Preference and Actual Training by Occupational Field

(N=180)

Occupational Field of Present Training	Congruent (NS) Pref. same as Act.		Not Congruent(S) Pref not same as Act.		Total
	n	%	n	%	N
Accountancy	5	45.5	6	54.5	11
Agriculture	13	65.0	7	35.0	20
Education	10	28.6	25	71.4	35
Engineering	1	33.3	2	66.7	3
Law	8	66.7	4	33.3	12
Medcine	17	94.4	1	5.6	18
Biological Sciences	1	4.5	21	95.5	22
Physical Sciences	1	4.5	21	95.5	22
English & Litrary Studies	3	11.1	24	88.9	27
Sociology	1	10.0	0	90.0	10
Total	60	(33.3)	120	(66.7)	180 (100.0)

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Results in Table 7 indicated the consistent nature of preference crystallization and certainty of expectation within the professional fields (Agriculture, Medicine and Law) as opposed to the general fields (Biological Sciences, Physical Sciences, English and Literary Studies and Sociology).

The high propensity for change was evident in the observation that, of the 22, 22, 27 and 10 subjects in Biological Sciences, Physical Sciences, English and Litrary Studies and Sociology, 21 (95.5%) 21 (95.5%) 24 (88.9% and 9 (90.0%) subjects respectively gave responses indicating change between their high school senior year occupational expectation and their present (Actual) Occupational training. The high rate of change, 70-96%, was not necessarily suprising, although change expected was not in that magnitude. This finding was in agreement with the AOGD anticipated in Table 1.

The 71.4% (24 out of 35) change in education was also anticipated. A further observation of occupational coding revealed that subjects in Education came from assorted fields of previously crystallized but unfulfilled expectations to specialize in Education Arts, and Education Sciences. Most subjects training in Biological Sciences deflected in goal expectations from Medicine and Pharmacy; most in physical sciences deflected from Engineering and Architecture; and most in Sociology deflected from Law, Journalism and Broadcasting. There was no pattern established in the trend of change among subjects training in English and Literary

Studies. In terms of focused crystallization this was the most disoriented field. The close proportion found between shifters and non-shifters in Accountancy was a surprise finding while the high rate of consistency and congruence in Medicine and Law was expected. (See Table I). Medicine recorded the highest percentage of congruence (94.4%) while Biological and Physical Sciences recorded the lowest with 4.5% each.

Table 8

Relationship Between Type of Occupational Training (TOT) and Experienced Reality Factors (ERF)

Type of Occupational Training (TOT)	Congruent (NS) Expected same as Actual	Not Congruent Expected not same as Actual	TOTAL n
Accountancy	5	6	11
Agriculture	13	7	20
Education	10	25	35
Engineering & Law	9	6	15
Medicine	17	1	18
Biological Sciences			
Physical Sciences			
English & Literary Studies & Sociology	6	75	81
TOTAL	60	120	180

X^2 (5) = 90.62, p =.000

Compensating for the insufficiencies in some of the expected cell frequencies, (See Table 7) some categories of types of occupational training were collapsed to allow the application of Chi-square statistics (Table 8). Test of homogeneity applied to the cross-bulation of congruence/no congruence by occupational field (TOT) was significant (p./ .000) beyond the .001 level. In that case, the rate of shifting occupational expectation (crystallized preference) at the point of implementation differs significantly with occupational fields; and subjects are more likely to shift expectations away from the specific professions into general fields than towards the specifics.

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Question 4.

What relationship exists between experienced reality factors (ERF) and perceived goal blockages (PGB) in occupational goal attainment expectation (OGAE).

Previous research revealed that despite adequacy of preference and professional training some contingencies, or mediators of social origin still pose great hinderances to occupational goal attainment by actual employment.

Occupational goal attainment expectations (OGAE) were measured correlating real life experiences (ERF) leading to training acquisition with perceptions of goal-blockages (PGB) which are further contingencies most likely to hinder or delay goal attainment in the work world soon after training (PGB). The correlation of ERF with PGB) found a product- moment correlation coefficient of r=.43. In other words mediators of social origin prevalent in the world of work affect actual attainment of occupational preference to the extent of r=.57. This finding agreed with previous results in the Western world. London (1973) Osipow (1973) Miller and Form (1951) earlier claimed that final occupational preference implementation is contingent upon the point in time situation of the job seeker and labour market. Roe (1956) also suggested that despite the persistent pattern in high school choice crystallization which cluster around professional-technical occupation, the labout market absorbs only the number of job seekers it can support at a time, with the exception of medicine where the profession itself rigidly controls entry. Roe's assertion compared favourably with the present finding of low correlation

(r=.43) between ERF and PGB. It agreed with findings on medicine which recorded the highest congruence of 94.4% between expected preference and actual implementation among ten other types of occupational training engagement.

Question 5.

What are the trainee's realistic expectations about employment obtainment?

Results were reported in tables 9, 10, 11 and 12.

Table 9

Ratings on Likeness of Type of Occupation in which Training is Obtained (TOT).

N = 180

Type of Occupational Training (TOT)	Likeness					
	Like very much 5	Like 4	Indifferent 3	Don't Like 2	Hate 1	Total n
Accountancy	7(63.6)	2(18.2)	2(18.2)	-	-	11
Agriculture	13(65.0)	6(30.0)	1(5.2)	-	-	20
Education	12(34.3)	17(48.5)	4(11.4)	1(2.9)	1(2.9)	35
Engineering	-	3(100.0)	-	-	-	3
Law	11(91.7)	-	1(8.3)	-	-	12
Medicine	13(72.2)	4(22.2)	1(5.6)	-	-	18
Bio. Sciences	4(18.2)	13(59.1)	5(22.7)	-	-	22
Phy. Sciences	7(31.8)	11(50.0)	4(18.2)	-	-	22
English & Lit.	15(58.6)	9(33.3)	3(11.1)	-	-	27
Sociology	3(30.0)	5(50.0)	2(20.0)	-	-	10
Total	85	70	23	1	1	180
%	47.22	(38.8)	(12.8)	(.6)	(.6)	100

MEAN = $\bar{x}$ 4.32
SD S = .85

Results in Table 9 showed that out of the 180 subjects only one (.6%) hated the profession in which training was obtained while one (.6%) did not like it; both from Education. More than three quarters of the subjects (85.0%) either liked or liked very much their present professional training.

Asagwara's (1982) finding that youths enter occupations haphazardly and leave indiscriminately out of frustration was contradicted.

Table 10

Prognostication Ratings on Employment after Training

(N = 180)

Type of Occupational Training (TOT)	EMPLOYMENT RATINGS					
	Very Certain Same Field 5	Certain Same Field with short delay 4	Expectant but in Other Fields 3	Expectant of any thing with long delay 2	No Hope No jobs Exists 1	Total n
Accountancy	4(36.3)	1(9.1)	4(36.3)	1(9.2)	1(9.1)	11
Agriculture	7(35.0)	11(55.0)	2(10.0)	-	-	20
Education	8(51.5)	11(31.2)	4(11.5)	1(2.9)	1(2.9)	35
Engineering	-	2(66.7)	1(33.3)	-	-	3
Law	11(91.7)	1(8.3)	-	-	-	12
Medicine	13(72.2)	3(16.7)	2(11.1)	-	-	18
Bio. Sciences	4(18.2)	9(40.9)	8(36.4)	-	1(4.5)	22
Phy Sciences	8(36.4)	6(27.3)	6(27.3)	2(9.0)	-	22
English & Lits.	7(25.9)	6(22.3)	2(44.5)	2(7.3)	-	27
Sociology	1(10.0)	1(10.0)	8(80.0)	-	-	10
Total:	73 (40.6)	51 (28.3)	47 (26.12)	6 (3.3)	3 (1.7)	180 100.0

Mean Rating $\bar{X}$ = 4.03
SD S = .96

Results in Table 10 revealed that subjects in Law (91.7%) and Medicine (72.2%) expressed the highest expectation of certainty of job in their fields while Biological Sciences (18.2%) and Sociology (10.0%) had the least hope of certainty.

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Table 11

Prognostication Ratings on Occupational Path to Establishment after Training

(N = 180)

Type of Occupational Training (TOT)	PATH RATINGS: Secure any job available and establish 5	Self Employment 4	Advance to Post Graduate Studies 3	Secure any job and shift later 2	Shift to another profession immediately 1	Total n
Accountancy	2(18.2)	-	2(18.2)	6(54.5)	1(9.1)	11
Agriculture	1(5.0)	5(25.0)	9(45.0)	5(25.0)	-	20
Education	10(28.6)	-	2(34.3)	10(28.6	3(8.5)	35
Engineering	1(33.3)	-	2(66.7)	-	-	3
Law	2(16.7)	8(66.6)	2(16.7)	-	-	12
Medcine	12(66.7)	1(5.6)	5(27.2)	-	-	18
Bio. Sciences	2(9.2)	1(4.5)	12[illegible].5)	3(13.6)	4(18.2)	22
Phy. Sciences	-	2(9.1)	13(59.1)	7(31.8)	-	22
Eng. & Lit. S.	4(14.8)	5(18.5	15(55.6)	3(11.1)	-	27
Sociology	1(10.0)	-	8(80.0)	1(10.0)	-	10
Total:	35 (19.5)	[illegible] (12.2)	80 (44.4)	35 (19.5)	8 (4.4)	180 (100.0)

Mean Ratings $\bar{x}$ = 3.23

SD S = 1.1

The low percentage of anticipated occupational goal deflection (AOGD) after training (4.4%) confirmed the finding that majority of the expectant professionals were not training out of frustration. The low percentage finding on expectations of private practice in Agriculture (5.0%) was not anticipated (See Table 11).

A total of 107 out of 180 subjects (59.4%) indicated they would definitely counsel peers in the high school who are interested in the same occupational field to implement their preference despite anticipated goal attainment blockages. Only 10 % would definitely advise against.

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Table 12

Peer Guidance Ratings In Favour of Present Occupational Training

(N = 180)

Type of Occupational Training(TOT)	GUIDANCE RATINGS			
	Definitely Yes 1	Probably 2	Definitely No 3	Total n
Accountancy	7(63.6)	2(18.7)	2(18.2)	11
Agriculture	18(90.0)	1(5.0)	1(5.0)	20
Education	19(54.3)	12(34.3)	4(11.4)	35
Engineering	2(66.7)	1(33.3)	-	3
Law	9(75.0)	3(25.0)	-	12
Medicine	14(77.8)	2(11.1)	2(11.1)	18
Bio.Sciences	10(45.5)	7(31.8)	5(22.7)	22
Phy. Sciences	12(54.6)	7(31.8)	3(13.6)	22
English & Lit. S.	13(48.1)	13(48.1)	1(3.8)	27
Sociology	3(30.0)	7(70.0)	-	10
Total:	107 (59.4)	55 (30.6)	18 (10.0)	180 (100.0)
Mean Ratings	$\bar{X}$ = 1.51			
SD	S = .66			

Overall result in Table 12 revealed a characteristic acceptance of occupational training among subjects when once begun. It was outstanding to note that awareness of ERF and PGB factors did not pose a deterrent to youths in pursuant of professionalization.

CONCLUSIONS

This research sought to analyze by Chi-square statistics and correlation coefficient techniques the pattern of crystallized occupational preference implementation among high school graduates currently undergoing various forms of professional training. The basic model was

constructed to derive realism of training through a congruence match of crystallized expected preference with actual obtained occupational training. Preference was taken to mean rationally expressed interest before WASC Certification. Analysis yeilded a 33.3% realism of occupational training to vocational preference among Nigerian youths.

The Chi-square test revealed a significant difference in congruence behaviour between men and women; and men are more likely to implement their vocational preference with realism than women. The finding on sex difference confirmed Olayinka's (1973) observation on the"unrealistic goal setting" for jobs among Nigerian girls. However, when the uncrystallized subjects in the "no preference" category were differentiated no significant difference in the realism behaviour based on sex was found. This result supported Curry and Picou's (1971) proposition in the United States that "significant differences in proportion of youths experiencing goal deflection are not to be found between races and sexes" (p.319). Finding on sex influence on realism of vocational implementation was therefore inconclusive in this study. This has implications of further research in the area.

Comparatively more than two-thirds (66.7%) of Nigerian Youths in occupational training experienced deflection (EOGD) from their primary interest, while among their counterparts in the Western World only one third (33-45%) deflection is anticipated (AOGD) Curry and Picuo, 1971). Realism of implementation was found to be significantly related to type of occupation. Medicine had the highest percentage (94.4%) while Biological Sciences and Physical

Sciences had the least (4.5%). The highest rate of EOGD (70-95%) occured among the liberal Arts and Sciences.

Analysis of data on choice crystallization before high school graduation revealed that 87.8% of the subjects had rationally specifie occupational preference which they actually expected to implement other than idealistic desires or fantasy aspirations. There is sufficient evidence to establish that Nigerian youths actually do make rational occupational choices, especially after high school certification based on reality factors facing them; although only one third of those choices get implemented. Okan's (1966) assertion of "no job choice" was contradicted. However it could be explained that two decades of social change effects on the Nigerian society offer possible reasons for differences in youths vocational implementation behaviours for the period of years in question.

Incorporating findings of other research on choice realism, multiple details of social origin variables were used in this research to establish intervening variables on implementation realism. A Likert-scale measuring relative influence of such selected mediators of social origin yeilded a product-moment correlation coefficient of $r = .43$ between ERF and PGB. Finding was supportive of suggestions by Roe (1956) and Parness et al (1970) that for youths in the high school, awareness of occupations potentially available to them was characteristic of their choice crystallization while for adults availability of the job opportunities in the labour market was

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Most considered. This offers a possible explanation to the 33.3% realism in the implementation of preference. It also explains why the experienced reality factors (ERF) influenced implementation to the extent of r = .43 while perception of world of work goal-blockages (PGB) after training exerted a greater influence with a correlation co-efficient of r=.57. Having a mean age of 24.4 years, the sample of this study implemented their preference as adults. Analysis of reality factors revealed that parental influence has diminished to the 'least influence' among ten other variables, contrary to assumptions held about youths in African countries. Information as an intervening variable in choice implementation needs further research. However, there is evidence to assert that the subjects of this study had good knowledge of the reality factors that influenced their training entry decisions and they were also alert to the contingencies on their path to expected occupational goal attainment (EOGA). It would be interpreted that as adults in their final year of professionalization, the University/College exposure had very much enriched their personal awareness as well as world of work information. A different result on information is most likely to be found in the high schools without libraries, no information resource centers nor guidance and counselling services.

Ethnicity and state of origin which were built into residence as one out of the ten "reality variables" of social origin/next ranked to the least influence. The variables of ability, self-image, interest, finance and labour sector

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situations were found to be most influential in the decision process for vocational preference implementation.

The assertion on indiscriminate and haphazard occupational entry among Nigerian youths was contradicted. Although high school crystallized preferences were changed in more than two thirds of the case (66.7%) at the implementation stage, yet, it could be concluded from findings of this study that the training entry decisions were rationally considered based on point in time influencing factors and subject's perception of goal-impedance. Only 8 out of the 180 subjects (4.4%) expressed a desire to shift to an entirely new profession on completion of training. The 44.4% indication of a desire for post graduate studies revealed a new trend of higher entry qualification into the Nigerian Labour market which has begun to develop. Although most implementations were done on alternatives to best preferences, from the sample of this study, it could be concluded that youths were committed to stick to their area of training at any available job opportunities. However, the 59.4% of delayed or unemployment expectation across all fields including the areas of sciences and medicine revealed that the present unemployment among qualified manpower in the country would linger increasingly for quite some time in the future. As Roe (1956) suggested, much depends on the congruence between the labour market absorption rate and the man power development rate.

The implications of this research for the Nigerian society are evident. Solution to realism of training with

vocational interest of trainees; and also goal attainment through actual employment after training lies in careful integration of counselling, labour market situations and man-power development programmes in the institutions. There is the need for more awareness on the part of youths, of alternative courses of action to payroll employment after appropriate professional training. The trainers require programme adaptability towards inducement of labour sector expansion and generation of new job openings. There is the need to remodel profefessional training programmes in order to address local problems and needs (Harbison 1973). A focussed government policy with busary inducement for the training of qualified Guidance Counsellors which at the moment is in poor supply is very essential.

Definit focus in career development of youths in the high schools must form the nexus of the new 6-3-3-4 education policy if change in the Nigerian Labour force is one of the anticipated major outcomes. Super's development model of career guidance with major adaptations in the areas of task specifications and implementation is most likely to be appropriate in the Nigerian setting.

This research is only a partial specification of the developmental theory of occupational preference implementation. More empirical testings in other specific aspects of implementation and goal attainment in Nigeria is needed. There is also the need to reanalyse realism of implementation in the light of youths occupational entry into second best preference having missed the first due to mediators of social origin. Further research in this direction is essential in

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developing countries where there is static or slow elasticity of the labour sector juxtapose continued and increasing output of highly trained manpower.

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APPENDIX I

NIGERIAN FEDERAL UNIVERSITIES

TOTAL STUDENT ENROLMENT, 1975/76 - 1984/85

UNIVERSITY	1975/76	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85
ZARIA	7,299	7,321	7,327	8,340	9,837	14,767	15,526	18,295	17,518	17,946
BENIN	1,365	1,850	2,256	2,047	3,839	5,973	7,159	8,313	8,858	9,527
IBADAN	6,961	8,536	8,900	7,785	6,996	7,817	9,712	11,140	12,132	13,862
I F E	5,671	7,249	8,687	9,281	8,525	10,988	11,984	12,362	12,574	12,111
LAGOS	4,416	5,973	7,454	9,158	10,440	8,690	8,575	9,055	9,367	9,822
NSUKKA	6,059	6,661	7,124	7,715	7,928	10,291	11,838	12,813	12,515	11,904
CALABAR	515	952	1,235	1,675	2,302	2,798	3,892	4,320	4,890	4,871
J O S	—	578	1,382	2,063	2,504	3,047	3,933	4,284	4,556	5,172
K A N O	—	1,079	1,593	1,947	2,385	2,479	2,861	3,314	3,777	4,142
MAIDUGURI	--	103	410	1,012	1,554	2,569	3,244	3,451	5,036	6,016
SOKOTO	--	—	194	256	640	883	1,366	1,949	2,163	3,299
ILORIN	—	200	455	866	1,297	2,010	2,784	4,028	4,610	5,411
PORT-HARCOURT	—	—	382	610	1,047	2,019	2,572	2,829	3,302	3,786
BAUCHI	--	—	—	—	—	--	263	512	767	1,035
MAKURDI	—	—	—	—	—	--	195	325	449	597
OWERRI	—	—	—	—	--	—	224	364	460	693
AKURE	—	—	—	—	—	—	—	149	295	403
Y O L A	—	—	—	—	—	—	—	128	219	308
ABEOKUTA	—	—	—	—	—	—	—	—	234	304
MINNA	—	—	—	—	—	--	—	--	131	305
T O T A L:-	32,286	40,552	47,449	52,755	58,844	74,331	86,128	97,631	104,153	111,506

47,499

47

SOURCE: NATIONAL UNIVERSITIES COMMISSION LAGOS

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Appendix 2

Dear Student,

OCCUPATIONAL REALISM IN NIGERIA

The present state of graduate unemployment, low productivity in the labour sector and general poor economy of Nigeria as a nation is a source of concern to all citizens, Educators planners and manpower trainers of this country are challenged to join in search of solutions to our common problem. This research is conducted to look into some of the basic realities of the world of work as related to our existing educational/ occupational training programmes at the tertiary level.

Please be as sincere as possible in supplying the required data. All information will be treated in a completely anonymous manner and in no way will any individual be identified. We greatly appreciate your kind co-operation. Thank you.

Dr. D. N. Nwachuku
Faculty of Education
University of Calabar
January, 1986.

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OCCUPATIONAL REALISM IN NIGERIA: QUESTIONNAIRE

A PERSONAL INFORMATION

Name: ..... Father's Occupation .....

Age: ..... Mother's Occupation .....

Sex: ..... Ethnicity: .....

Department: ..... 2nd Yr. Grade Point Average(GPA) (in your present course) .....

Residence: Rural/Farm Village Urban/City .....

.....

B. OCCUPATIONAL CHOICE IMPLEMENTATION

1. If you had all things required including the opportunity, what occupation or profession do you prefer/desire most to enter as a life time career.

   .....

2. By the time you registered for your WASC/GCE, you had actually made a definite choice of occupation or profession which you realistically desired and expected to enter after your secondary education. What was your choice?

   .....

OR

If you had not arrived at a definite occupational decision by the time you graduated from secondary school, check(✓) the column below

No specific occupation chosen in my class yet.

.....

3. Which occupation or profession are you presently training to enter when you complete your University/College education?

   .....

World of Work Realities

C. REASONS FOR OCCUPATIONAL ENTRY

Below are some common reasons why people practically choose and actually enter their occupations in life. Indicate on this scale whether or not (Yes/No) each reason influenced your decision to enter <u>your present occupational training</u> and the extent of influence

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Reasons for Occupational/ Training Entry	Influence: Influ/ Did'nt Influ Mark YES or NO	Extent of Influence: No Infl 1	Little Infl 2	Avg Infl 3	Good Infl 4	Great deal Infl 5
I - INTEREST AREAS						
Occupation will:-						
1. Permit me to do outdoor work		1	2	3	4	5
2 Permit me to use machines and complicated appliances		1	2	3	4	5
3 Permit me to use my mathematical aptitude		1	2	3	4	5
4 Permit me to explore my scientific interest		1	2	3	4	5
5. Permit me to speak persuasively to people		1	2	3	4	5
6. Permit me to design, draw and use my artistic skill as much as possible		1	2	3	4	5
7 Permit me to read and write books and utilized my literary skills.		1	2	3	4	5
8 Permit me to develope and utilize my musical aptitude		1	2	3	4	5
9. Permit me to help the needy and those under stress		1	2	3	4	5
10 Permit to keep good office records, type neat documents and correspondences.						
II SELF-IMAGE						
1 Like the occupation very much		1	2	3	4	5
2 Was very certain to enter the occupation after WASC.		1	2	3	4	5
3 Actually entered the occupation as my second best		1	2	3	4	5
4 People who behave like me enter the occupation		1	2	3	4	5
5 People of my stature and physical look enter the occupation		1	2	3	4	5
Occupation will:-						
6 Permit me to contribute to improvement of quality of life		1	2	3	4	5
7 Permit me to rise to greatest status according to my capability		1	2	3	4	5
8 Permit me to influence others positively for comon good.		1	2	3	4	5
9 Permit me to exercise leadership		1	2	3	4	5
10 Permit me to serve others.		1	2	3	4	5

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	Reasons for Occupational/ Training Entry	Influ/ Dir'nt Influ. Mark YES or NO	Extent of Influence				
			No Infl 1	Little Influ. 2	Some Influ 3	Good Influ 4	A Great deal Influ. 5
	III - PARENTS						
1	Parents like the occupation very much.		1	2	3	4	5
2.	Parents recommended it		1	2	3	4	5
3	Members of my family usually enter the occupation		1	2	3	4	5
4	Parents rejected my personal occupational choice/plan		1	2	3	4	5
5	Parents insisted on it very much.		1	2	3	4	5
6	Influence of father's (guardian's educational level		1	2	3	4	5
7	Influence of mother's educational level		1	2	3	4	5
8	Influence of father's (guardian's) job		1	2	3	4	5
9	Influence of mother's job		1	2	3	4	5
10	Desire to be in a profession where a big brother/uncle is already established for security and easy promotions		1	2	3	4	5
	IV - INFORMATION						
1	Information about the occupation from career books		1	2	3	4	5
2	Magazines, newspaper adverts, films		1	2	3	4	5
3	Radio programmes		1	2	3	4	5
4	T.V. programmes		1	2	3	4	5
5	Career talks in schools and public seminars		1	2	3	4	5
6	Had School Guidance & Counselling		1	2	3	4	5
7	Had Good Knowledge of the occupational requirements and role functions		1	2	3	4	5
8	Visits to the occupation sites		1	2	3	4	5
9	Occupation will permit me to acquire greater self knowledge and self awareness in life		1	2	3	4	5
10	Lack of information about my other existing career opportunities		1	2	3	4	5
	V - ABILITY						
1	My Personal intelligence		1	2	3	4	5
2	Perform well in related school subjects		1	2	3	4	5
3	Have special ability/aptitude for the occupation		1	2	3	4	5
	...op-		1	2	3	4	5

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	Reasons for Occupational/ Training Entry	Influ/ Did'n Influ Mark YES or NO	Extent of Influence				
			No Influ 1	Little Influ 2	Some Influ 3	Good Influ 4	A great Deal Influ 5
4	Good quality education and personal development background		1	2	3	4	5
5.	Exposed to different fields of study(school subject areas)		1	2	3	4	5
6	Occupation will permit me to work with people		1	2	3	4	5
7.	Occupation will permit me to work with things (i.e. use my hands)		1	2	3	4	5
8.	Occupation will permit me to work with ideas (i.e. creative thinking)		1	2	3	4	5
9	Previously tried activities and duties related to the occupation		1	2	3	4	5
10	Smart enough for the kind of job		1	2	3	4	5
	VI PERSONAL - SOCIAL						
1	rovides stable and secure future		1	2	3	4	5
2	My sex						
3	Mobility (Permits tours, exchange visits, field trips etc)		1	2	3	4	5
4	Consideration for present or future family obligations		1	2	3	4	5
5	Present marital commitment or future marital aspirations		1	2	3	4	5
6	My ethnicity		1	2	3	4	5
7	Type of work hours (day or night, long or short etc.)		1	2	3	4	5
8	Permits good hours for leisure and rest (good holidays etc)		1	2	3	4	5
9	Occupation commands high prestige in my community		1	2	3	4	5
10	Occupation receives high government recognition.		1	2	3	4	5
	VII ECONOMIC						
1	Pays high salary		1	2	3	4	5
2	Permits private practice (PP)		1	2	3	4	5
3	Permits making quick money		1	2	3	4	5
4	Permits sure and steady income		1	2	3	4	5
5	Gives me opportunity to be financially rich		1	2	3	4	5
6			1	2	3	4	5

	Reasons for Occupat_onal/ Training Entry	Influ Did'rt Infl: Mark YES c: NO	Extent of Influence: No Influ 1	Little Influe 2	Ave Inf 3	Good Infl 4	A great deal Influ 5
6	Attractive fringe benefits		1	2	3	4	5
7	Duration of Occupational Training (No of years)		1	2	3	4	5
8	Room for fast upward mobility (Promotions, rise in pay/income)		1	2	3	4	5
9	Can go into private enterprise/self employment any time		1	2	3	4	5
10	Provides for pension and gratuity (retirement benefits)		1	2	3	4	5
	VII - LABOUR SECTOR						
1	Certainty of employment any time		1	2	3	4	5
2	Availability/Local job opportunities		1	2	3	4	5
3	Available national job opportunities		1	2	3	4	5
4	Expanding field: Permits entry of new workers		1	2	3	4	5
5	Room for me to be initiative, innovative and and engage in experimentation of new ways		1	2	3	4	5
6	Provides staff development scheme and professionalization (in-service)		1	2	3	4	5
7	Permits easily qualified entry into Labour market		1	2	3	4	5
8	Provides a stepping stone for me to enter desired occupation later		1	2	3	4	5
9	Last resort: entered present training out of frustration		1	2	3	4	5
10	Chance: Just lucky (found an existing training opening; no matter what)		1	2	3	4	5
	IX SIGNIFICANT OTHERS						
1	Influence of friends		1	2	3	4	5
2	Influence of family friends		1	2	3	4	5
3	Influence of siblings		1	2	3	4	5
4	Influence of adult kinsfolk (family head, extended family)		1	2	3	4	5
5	Influence of my religious leader or church group		1	2	3	4	5
6	Influence of persons in the occupation		1	2	3	4	5
7	Direct or indirect competition with age grade /mates in the community		1	2	3	4	5

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Reasons for Occupational/ Training Entry	Infl/ Dinht Influ Mark YES or NO	Extent of Influence				
		No Influ 1	Little Influ 2	Ave Influ 3	Good Influ 4	Great deal Influ 5
8 Influence of school teacher		1	2	3	4	5
9 Influence of career master		1	2	3	4	5
10 Influence of school counsellor		1	2	3	4	5
X - RESIDENCE						
1 Community expectation of me		1	2	3	4	5
2 Influence of Living in or visiting the village		1	2	3	4	5
3 Influence of Living in/visiting the urban/city		1	2	3	4	5
4 Attending a rural school		1	2	3	4	5
5 Attending an urban school.		1	2	3	4	5
6 Influence of workers in my community		1	2	3	4	5
7 Attitude to work in my neighbourhood		1	2	3	4	5
8 General opinion in my community about the occupation		1	2	3	4	5
9 Provides me the opportinity to face challenges from my community and find solution.		1	2	3	4	5
10 Desire to enter a rare and new occupation in my community		1	2	3	4	5

D. OCCUPATIONAL ENTRY BLOCKAGES

Below are listed some common reasons generally believed by the public to block the way for Nigerian youths to enter their chosen and actually expected occupations after secondary school. From your immediate experience, agree (yes) or disagree (No) to the hindering effect of each of the reasons and then weight the extent of the blockage.

ENTRY BLOCKAGES	YES or NO	Extent of Blockage				
I.HIGH SCHOOL CERTIFCATION (WASC)						
1 LACK OF: Exposure to several school subjects		1	2	3	4	5
2 Qualified school staff and good administration		1	2	3	4	5

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Entry Blockage	Blockage/ non Blockage YES or NO	Extent of Blockage				
		No Blkg 1	Little Blkg 2	Ave. Blkg 3	Good Blkg 4	A Great Deal Blkg 5
Lack of:						
3 Good quality and dedicated teaching		1	2	3	4	5
4 Availability of staff in school subjects related to occupation		1	2	3	4	5
5. Required equipment/texts		1	2	3	4	5
6. Appropriate study habits		1	2	3	4	5
7. Adequate preparation for WASC		1	2	3	4	5
8. Appropriate subject area selection related to occupation		1	2	3	4	5
9. Intellectual ability for good WASC		1	2	3	4	5
10 Personal commitment to hard work		1	2	3	4	5
II - TRAINING ENTRY ADMISSIONS(JAMB)						
LACK OF:						
1 Good WASC (Required Credits)		1	2	3	4	5
2. Appropriate choice of special ability area (for professionalization)		1	2	3	4	5
3. Appropriate subject combination		1	2	3	4	5
4. Appropriate examination taking habits		1	2	3	4	5
5. Intellectual ability for college/university education		1	2	3	4	5
6. Good JAMB score		1	2	3	4	5
7. Entry is also blocked by number of competing JAMB candidates in the special area		1	2	3	4	5
8. Trend of JAMB score in the special area		1	2	3	4	5
9. Frustration in preferred occupation after repeated JAMB attempts		1	2	3	4	5
10. Chance (Examination Luck)		1	2	3	4	5
III - FAMILY ISSUES						
1. Parental disapproval for chosen occupation		1	2	3	4	5
2. Family desire for new profession		1	2	3	4	5
3. Fear of moving away from parents and sibbings		1	2	3	4	5
4. Taking care of aged parents		1	2	3	4	5
5. Fear of separation from spouse and children (if or when married)		1	2	3	4	5
6 Parental discouragement of undertaking occupational training/further education		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5

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	Blockage/ Non Blockage YES or NO	Extent of Blockage				
		None Blkg 1	Little Blkg 2	Ave Blkg 3	Good Blkg 4	A Great Deal Blkg 5
7 Fear of not getting married if occupation is entered		1	2	3	4	5
8. Fear of delayed marriage		1	2	3	4	5
9. Fear of not bearing children		1	2	3	4	5
10. Influence of one parent home (divorced/ eparated)		1	2	3	4	5
IV - INFORMATION						
LACK OF:						
1 Adequate knowledge of interest area		1	2	3	4	5
2 Adequate knowledge of general intellectual ability (academic capability)		1	2	3	4	5
3 Adequate knowledge of special aptitude (gifte and talented areas)		1	2	3	4	5
4 Adequate knowledge of possible alternatives related job families)		1	2	3	4	5
5 Adequate knowledge of labour market demand and supply		1	2	3	4	5
6. Adequate knowledge of occupational entry/ training requirements		1	2	3	4	5
7. Techniques and skills of information search		1	2	3	4	5
8. Skills in data interpretation and information utilization		1	2	3	4	5
Forum for occupational information sharing and disemination		1	2	3	4	5
10. Adequate knowledge of occupational role functions and rewards		1	2	3	4	5
V - FINANCE						
1 Uncertainty of pre-employment training financial sponsorship.		1	2	3	4	5
2 Competing financial needs in the family (other matters)		1	2	3	4	5
3 Family size		1	2	3	4	5
4 Number of fee paying siblings		1	2	3	4	5
5 Unavailable local/state busary		1	2	3	4	5
6 Unavailable national busary		1	2	3	4	5
7 Duration of pre-employment training		1	2	3	4	5

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ENTRY BLOCKAGES	Blockage/ Non Blockage YES or NO	Extent or Blockage				
		No Blkg 1	Little Blkg 2	Ave Blkg 3	Good Blkg 4	A Great Deal Blkg. 5
8 Cost of pre-employment training		1	2	3	4	5
9. Sibling Order (Position in Order of children i.e. 1st/2nd child etc.)		1	2	3	4	5
10 Not receiving stipend while in training (monthly allowance)		1	2	3	4	5
VI - POLICY						
1 University/College admission policy about entry into training in the occupation(Quota)		1	2	3	4	5
2 Lack of local manpower need in the occupation		1	2	3	4	5
3 Lack of state manpower need in the occupation		1	2	3	4	5
4 Lack of national manpower need in the occupation		1	2	3	4	5
5 Restricted (rational) number allowed to professionalize in the occupation		1	2	3	4	5
6 Current National development priorities		1	2	3	4	5
7 Government prohibition of private practice in the occupation		1	2	3	4	5
8 Lack of government incentives		1	2	3	4	5
9 Liberal immigration policy encouraging influx of job-seeking foreigners		1	2	3	4	5
10. Lack of co-ordination between Labour and Manpower training sectors		1	2	3	4	5
VII - RESIDENCE						
1 Rural-Farm location of my home		1	2	3	4	5
2. Urban-city location of my home		1	2	3	4	5
3. Location of all schools attended		1	2	3	4	5
4 Lived in more than one home while schooling (changed homes)		1	2	3	4	5
5 My state of Origin		1	2	3	4	5
6 My ethnicity		1	2	3	4	5
7 Unwilling to move from my locality		1	2	3	4	5
8 Surplus trained manpower in the occupation in my state		1	2	3	4	5
9 Fear of residing permanently in another state		1	2	3	4	5
10 Indifference to training/work(apathy) due to unemployment rate in my community		1	2	3	4	5

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ENTRY BLOCKAGES	Blockage/ Non Blockage YES Or NO	Extent of Blockage: No Blkg 1	Little Blkg 2	Ave Blkg 3	Good Blkg 4	A Great Deal Blkg. 5
VIII - EMPLOYMENT						
1 Low productivity of the Labour sector		1	2	3	4	5
2 Unexpanding (Static) Occupational field		1	2	3	4	5
3 Local/State Scarcity of jobs in the occupation		1	2	3	4	5
4 National scarcity of jobs in the occupation		1	2	3	4	5
5 Lack of mutual help and co-operation between State Governments in manpower utilization		1	2	3	4	5
6 Employment of Nigerians on contract in States other than their own		1	2	3	4	5
7 Undeclared but existing vacancies		1	2	3	4	5
8 Employment of foreigners in preference to qualified indigenous manpower		1	2	3	4	5
9 Extended family/friendship network employment favours in the place of merit		1	2	3	4	5
10 Pre-employment bribery demands		1	2	3	4	5
IX - INTRINSIC FACTORS						
1 Sex (Male/female)		1	2	3	4	5
2 Physique (personal appearance and comportment)		1	2	3	4	5
3 Passive occupational choice (job search) attitude		1	2	3	4	5
4 Active occupational choice (job search) attitude		12	2	3		5
5 Age of the job seeker.		1	2	3	4	5
6 Marital status (single/married)		1	2	3	4	5
7 Personal philosophy of life (attitude to life)		1	2	3	4	5
8 Personal values		1	2	3	4	5
9 Religious belief		1	2	3	4	5
10 Personal concept of success at work		1	2	3	4	5
X SOCIO-POLITICAL FACTORS						
1 Poor and unstable national economy		1	2	3	4	5

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	Blockage/ Non-Blockage - YES or NO	Extent of Blockage				
		No Blkg 1	Little Blkg 2	Ave Blkg 3	Good Blkg 4	A Great Deal Blkg 5
2 Disregard for merit and excellence in the labour sector		1	2	3	4	5
3 Inappropriate establishment of industries in terms of availability of local labour		1	2	3	4	5
4 Lack of adaptive and adjustment life skills among the trained, unemployed		1	2	3	4	5
5 Increased population growth rate		1	2	3	4	5
6 School graduate (trained manpower)explosion		1	2	3	4	5
7 Unstable government		1	2	3	4	5
8 Influence of party politics in employment		1	2	3	4	5
9 Quota system in national utilization and deployment of qualified (trained) manpower Federal character		1	2	3	4	5
10 ~~Quota system~~ in national manpower training recruitment (Federal character)		1	2	3	4	5

E. OCCUPATIONAL OUTLOOK

1. Please indicate by checking the statement that best describes your present feeling about the occupation which you are now training to enter soon after completing your programme. Check only one

_____ I hate it (1)
_____ I don't like it (2)
_____ I am indifferent to it (3)
_____ I like it (4)
_____ I like it very much (5)

2. Indicate below your employment expectation soon after completing your present occupational training. Check only one.

_____ Not expectant of any job since there is general graduate unemployment (1)

_____ Expectant but not sure of any. May wait for a long time, 3 years plus willing to step lower than qualification (2)

_____ Expectant, but not sure of employment in the same occupation trained for willing to take any job (3)

_____ Sure of employment in my field but may have to wait for a short time, 1-2 years (4)

_____ Very sure of getting immediate employment in the occupation trained for (5)

3. Which of these occupational paths are you most likely to follow after your present training? Check only one.

_____ Change to a different occupation entirely (1)

_____ Obtain any available temporary employment and change to my trained field whenever opportuned to do so. (2)

_____ Go for post graduate work (further professionalization) in order to enhance my employment chance (3)

_____ Establish in a self/private employment (enterprise) (4)

_____ Obtain employment (whenev-ever and whatever) and establish myself in the labour force.(5)

4. Considering what you now know about occupational choice, training and employment expectation realities, would you recommend to a friend in the senior year secondary school to choose same occupation as you are training for if he is able and interested in the area.

Definitely (Yes)	Probably	Definitely (No)
1	2	3

5. Write only one important advice you will give him/her for guidance._____

_____

6. We are interested in your actual employment obtention soon after your training. Please give your permanent postal address. We re-assure you it is only for follow up purposes.

_____

_____

_____

Thank you immensely.

Dr. D. N. Nwachuku
Faculty of Education
University of Calabar

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